

## THE USE OF YOUTUBE MEDIA THROUGH GROUP DISCUSSION IN TEACHING SPEAKING

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### ABSTRACT

Possessing adequate English speaking ability is required for senior high school students in Indonesia as shown with the minimum passing criteria of 75 in the 2013 National Curriculum. However, the teaching techniques used by teachers are commonly unattractive and monotonous, which therefore affects students' opportunity to enhance their speaking ability. This study aimed at finding out whether the use of YouTube videos through group discussion assisted students to improve their speaking skills (pronunciation, grammar, vocabulary, fluency and comprehension). The subject of this study was second grade students of two classes of SMA Inshafuddin Banda Aceh, who were chosen by using random sampling technique. The method used in this study was quantitative method with experimental design. The results of this study showed that using YouTube videos through discussion group assisted the students to improve their speaking skills ( $p < 0.05$ ), with the most significant improved skill was comprehension. It is, therefore, suggested that teachers consider using YouTube videos in their teaching techniques in an attempt to attract students' motivation to improve their speaking ability.

**Keywords:** *speaking skills, youtube videos, group discussion*

### INTRODUCTION

Speaking is one of the skills that must be taught as part of learning English at school. The aim of teaching speaking is to train students to be able to express meaningful and contextual communicative skills in real

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life. Based on Harris (1969), there are five necessary components in speaking skill which students need to master to be able to speak well, namely, pronunciation, grammar, fluency, vocabulary and comprehension.

As speaking skill is crucial for students as part of English lesson to permit them to communicate with other people globally, this skill is then expected to be mastered well by students. Concerning this, the National Education Ministry through its policy in 2013 National Curriculum expects that senior high school students can express meaning in interpersonal, transactional and functional communication by determining the English minimum passing criteria (KKM) 75. In reality, however, many students had difficulties in speaking English, particularly in pronouncing English words correctly. This situation occurred because they could not speak well. Moreover, they were unable to express their ideas fluently by using suitable grammatical forms; the students could only speak the first two or three sentences, and then they got stuck and spoke in Indonesian.

Furthermore, the researchers conducted an observation on February 23<sup>th</sup>, 2018 and we found that the technique applied by the teacher in teaching speaking was also considered as one of the aspects that influenced students' speaking problems. Moreover, based on the our interview with the students, they said that the teacher's technique could not attract the students to speak English, because it was applied was not attractively. Moreover, the teacher applied a conventional method in which she read the conversation text from the textbook and then asked students to repeat after her. At the end of the reading activity, the teacher asked the students to perform it in front of the class. Thus, this situation makes the students bored. Besides, the teacher also did not utilize some interesting media to facilitate students to speak. As a consequence, the students were unwilling and unmotivated to speak and got a bad result in the lesson.

The phenomenon above appears to be a problem that should be overcome by teachers because they are involved directly in the teaching-learning process and they are determinant factors who control the students' success in learning. Teachers should create a good learning situation so that students feel happy, interested, and motivated in learning English. The motivation for learning the language could be enhanced by creating good media, conducive situations, creative activities, in which students would be actively engaged in the learning process. Nunan (1999) said that teachers should help their students by establishing

strategies to manage all forms of communication to ensure that all students have fair and equitable opportunities to develop their interpersonal speaking.

## **LITERATURE REVIEW**

### **Speaking**

In English, one of the skills that need to be mastered to acquire the language fully is speaking. Speaking is the ability of students to express their thoughts and ideas to other people. According to Burkart (1998), speaking is an activity which involves the areas of knowledge, namely the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. Then, Burns and Joyce (1999) said that speaking is an active process of negotiating meaning and using social knowledge of the situation. In addition, Brown (2004) stated that speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information orally. It means that speaking requires the students not only to know how to produce a specific point of languages such as grammar, vocabulary and pronunciation but also to understand when, why, and ways to produce language.

The way a language, especially English, is used frequently is when someone is speaking. Giving speeches in English well can be one of the indicators that one's English speaking skill is good. However, the measurement of outstanding communication lies on many features such as linguistic aspects that are very widely known by many people, and nonlinguistic aspects which may seem pretty foreign for some language learners (Farliyanti, Roslina, & Syam, 2017).

To speak or to communicate well, a student needs to find suitable and grammatically correct words to convey meaning accurately. Based on Cameron (2001), speaking is the active use of language to convey meaning so that listeners can make sense of them. In here, linguistic features are further discussed as these aspects also have a role in the development of English language speaking of learners. Moreover, Richards and Renandya (2002, cited in Thornburry, 2005) said that learning to speak a foreign language requires more than knowing its linguistic knowledge. Meanwhile, Mackey (2001, cited in Argawati, 2014) defined that speaking is an oral expression that involves not only the use of right patterns of rhythm and intonation but also right order and right language aspects to convey a right meaning. To sum up, from the

statements above, speaking is an oral expression of an interactive process of constructing meaning which involves a phonological and grammatical system and requires the ability to cooperate in the management of speaking turn to give information and ideas.

### **Speaking Skills**

In teaching speaking, there are several skills that are considered important to be taught to students in order to be able to communicate well in English; they are pronunciation, grammar, vocabulary, fluency and comprehension (Harris, 1969).

#### **a. Pronunciation**

Pronunciation is the tactic of how to pronounce a word. Based on Hornby (2005), pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of the language. According to Goh and Burns (2012), pronunciation plays a very important role in getting meaning across.

#### **b. Grammar**

Mastering grammar will help students in speaking English because they will know how to arrange words in a sentence, what tense to be used, and how to use appropriate utterances. According to Ur (1996), grammar is the way words are put together to make a correct sentence. Proper grammar keeps communication from being misunderstood while expressing thoughts and ideas. Based on Larsen-Freeman (2001), people who speak the same language are able to communicate because they intuitively know the grammar system of the language.

#### **c. Vocabulary**

Vocabulary is a very important aspect of learning a language. According to Richards and Renandya (2002), vocabulary is one of the language components and the list of words that have been used by people to communicate. A language learner cannot communicate or express his or her ideas either in spoken or written form if he or she does not master vocabulary. Vocabulary is mostly known as the core of communication.

#### **d. Fluency**

Fluency is the way how to produce words in clear pronunciation without any pause and stop, so that a hearer can catch the right meaning. According to Herlina (2014), fluency is someone's smoothness in continuing to speak spontaneously. In addition, Nation (1991) defined fluency as the ability to get across communicative intent without too much hesitation and too many pauses or cause barriers or a breakdown in communication.

e. Comprehension

Comprehension is the process of getting and understanding. According to Harmer (2007), in speaking activity, every student is expected to comprehend what a speaker said. It means that comprehension is also an important aspect to be assessed because the more speakers comprehend the messages, the more easily they respond to the messages.

**YouTube Videos**

One of the Internet services that contain information around the world is YouTube. YouTube was founded by Chad Hurley, Steve Chen, and Jawed Karim and officially launched in June 2005 (Burgess & Green, 2009). YouTube also provides a video that helps to enhance the English teaching and learning process. According to Tarunpatel (2009), YouTube contains an enormous amount of video contents, some of which are highly exploitable in the classroom. In addition, Heriyanto (2015) also stated that YouTube videos are limited in lengths; this makes them suitable for the constricted classroom's time. It means that YouTube can be one of the teaching media that can be used in the classroom.

We considered YouTube as an alternative strategy to enhance students' speaking skill. The real models of speaking English can be obtained from YouTube videos. According to Alimemaj (2010), YouTube can help students explore a target culture in a variety of ways, and it can help students develop their learning autonomy levels as it encourages them to watch videos and clips continuously. Thus, YouTube videos can be one solution to encourage students' to speak.

In addition, according to Watkins and Wilkins (2011), using YouTube both inside and outside the classroom can enhance conversation and pronunciation skills of the students. Besides, YouTube also promotes authentic vocabulary development. Further, they stated that using YouTube in the classroom lets students have exposure toward authentic English and autonomy in learning (student-centered). Thus, it can be inferred that using YouTube can improve students' speaking skill in terms of pronunciation, grammar, vocabulary, and fluency. Thus, it can be said that YouTube video as media in the teaching and learning process is recommended to be used for improving students' speaking skill.

From the students' perception, screening YouTube videos is also an interesting and exciting means of learning (Singhkhachorn, 2014), and

the learning condition also becomes more comfortable and enjoyable since they perceive that YouTube is a new trend and innovation in their learning. Moreover, students with excitement to learn will focus more in their teaching and will not get bored easily. It happens because students love videos because they are challenging and stimulating, for videos show how people behave in the culture of target language learning (Çakir, 2006, cited in Argawati, 2014).

Therefore, teachers can focus more on choosing appropriate videos that are relevant to students' needs. It means that teachers must watch a video beforehand and then assess whether the video is suitable for students and also whether it can increase their motivation in learning (Woo, Herrington, Agostinho, & Reeves, 2007). Furthermore, Videos chosen should be offering many communicative situations as well as illustrating different cultures and life situations of a speaker.

For some experts, careful use of videos for teaching in the classroom should be taken into account in order to create a good teaching atmosphere (Harmer, 2006, cited in Hadijah 2016) since videos if not treated appropriately or provided with a partially bad condition may have harmful effects as follows:

1. Teacher solely use video as their teaching material but fail to integrate it with an interesting way of teaching or exciting method, so that students will only perceive a video as a tool, and not helping them improve their English ability, and they consider that using videos is just the same as other common learning activities .
2. Teachers fail to provide a good quality video for learning, and it causes lack of effectiveness. For instance, when a video has a subtitle and it is blurred, students will get distracted to understand the message sent from the video.
3. Teachers do not consider the length of the video. The duration of the video should also be taken into consideration since students usually dislike a long video which has a very small message conveyed to them.
4. Teachers with limited ability to use computer and technical tools are unable to provide a satisfying service in screening a video. Therefore, in order to avoid such a technical problem in the classroom while screening the video, teachers must possess a good ability in using computer.

The mentioned potential problem above can actually be tackled by ensuring that a teacher has a sufficient preparation. All in all, using a video should be more beneficial as long as teachers are able to position

themselves as the one who choose the video, or decide which one is more suitable.

As there is abundance of videos available on the internet, teachers must choose many of them which are in accordance with the needs of students, their characteristic, and also the purpose of the learning. According to Berk (2009), teachers are given three general criteria of videos available on YouTube as follows: (1) students' characteristics that include salient socio-demographic characteristics: age or grade level, gender, ethnicity, and language dominance; (2) the possible offensive of the videos, which means videos that contain graphic violence, obscene language, nudity, sexuality, gore, racial and ethnicity group, and drug use and this criteria should not be used by a teacher in their teaching; and (3) video structure which is about its technical content including its length, context, visual, and the number of character who has a role in the video.

### **Group Discussion**

Group discussion is a group of people who sit in a group to solve a problem or to share an idea. According to Kidsvatter (1996), group discussion dividing a large classroom into small groups of students to reach specific objectives permits students to assume more responsibility for their own learning, develops social and leadership skills and becomes involved in an alternative instructional approach.

Group discussions help to summarize ideas and information that a group of informants may come to hold as a group, rather than the information held by individual members. According to Harmer (2001), a learning process is more successful if students work in a group. The general idea is that each participant can act to stimulate ideas in other people's presence and that by a process of discussion the collective view becomes greater than the sum of the individual parts.

In a group, a teacher can capitalize upon individual differences such as age, cultural heritage and cognitive style. According to Brown (2001), group work can help students with varying abilities to accomplish separate goals. Thus, students will be able to merge themselves together. A smart one will help a low and middle- achieving students.

## RESEARCH METHODOLOGY

### Research Participants

The Participants of this study were all second-grade students of SMA Inshaffudin, Banda Aceh that consist of 52 students from two different classes, namely XI IA1 and XI IA2. This school is located at Jln. Taman Sri Ratu Safiatuddin No.3, Lambaro Skep, Kecamatan Kuta Alam, Banda Aceh.

### Research Instrument

The instrument used for this study was a a test. Pre-test and post-test were used in this study in order to answer the research questions of this study.

### Technique of Data collection

In order to obtain the result properly, this study was conducted in three steps of activities. Firstly, pre-test was given to 52 students of both the experimental and control classes. Then, the treatment was given for four times on February 12<sup>th</sup>, February 19<sup>th</sup>, February 26<sup>th</sup>, and last on March 5<sup>th</sup>, 2019. Finally, a post-test was administered to both classes.

### Technique of data analysis

In this research, several procedures were used to analyze the data to get the results such as mean, standard deviation, t-test and degree of freedom formula. The results of this descriptive statistics were tabulated in table and then analyzed descriptively.

## RESULTS AND DISCUSSIONS

The following table described the mean score of pre-test and post-test of experimental and control class.

**Table 1. The Result of Mean Score of Pre-test and Post-test Score of Experimental Class**

Indicators	Mean Pre-test	Mean of Post-test
Pronunciation	61.53	78.46
Grammar	63.07	85.38
Vocabulary	66.92	80.76



Fluency	63.84	81.53
Comprehension	64.61	90.76

The table above revealed the result of mean score of pre-test and post-test score of the experimental class. From the data above, it can be seen that the mean score of all indicators increased. The mean score of pronunciation increased from 61.53 to 78.46; grammar, from 63.07 to 85.38; vocabulary, from 66.92 to 80.76; fluency, from 63.84 to 81.53; and comprehension, from 64.61 to 90.76.

**Table 2. The Result of Mean Score of Pre-test and Post-test Score of Control Class**

Indicators	Mean Pre-test	Mean of Post-test
Pronunciation	63.84	70.76
Grammar	57.69	68.46
Vocabulary	64.61	70.76
Fluency	60	70.76
Comprehension	67.69	79.23

It can be noticed from the table above that the result of mean score of all indicators from control class was increased in the post-test. the first indicator increased from 63.84 to 70.76, the second indicator from 57.69 to 68.46, the third indicator from 64.61 to 70.76, the fourth indicator from 60 to 70.76, and the last indicator from 67.69 to 79.23.

**Table 3. The Calculation of Mean, Standard Deviation, T-Test, and T-Table**

Test	Score	Mean	Standard Deviation	Difference (D)	T-Test	T-Table
Post-test of the experimental class	10840	83.38	416.29	1480	2.65	1.67

Post-test of the control class	9360	72	382.65			
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To test the hypothesis, the t-score calculated had to be compared with t-table by referring to the level of significance 0.05. According to Sugiyono (2005), the testing criteria used for the hypothesis testing is that if t-test is higher than t-table, the null hypothesis ( $H_0$ ) is rejected, and the alternative hypothesis ( $H_a$ ) is accepted. Thus, according to the data displayed above, it can be noticed that the t-test was 2.65, while t-table was 1.67, meaning that  $H_a$  was accepted and  $H_0$  was rejected. It means the use of YouTube media through group discussion improved students' speaking skill.

We used a certain degree of freedom in particular significance ( $\alpha$ ) of 0.05. The degree of freedom (do) here was 51 (1.67). It was obtained by using the formula  $(n-1)$  which is  $52-1= 51$ .

### Discussion

The post-test result from this study shows that the students' speaking skill increased. The mean score of the student's post-test was better than the previous pre-test. Since the finding shows a rather high distinction between the pre-test and post test score, it could be said that there was an improvement from the use of YouTube video in teaching speaking. Before YouTube video was used as a media in our teaching, many of the students obtained low scores or below 60 in most of all the language competences, namely pronunciation, grammar, fluency, comprehension, and vocabulary. However, after the treatment was done, we found that most of the students gained higher scores and even no students obtained the score below 60 in each competence.

The treatment by using YouTube media through group discussion gave a positive effect to the students. Regarding this discovery, the research conducted by Muna (2011) shows that it is true that YouTube media helps students to improve their speaking skill because they could watch the video and listen to them as a model. This result also supports research findings by Safitri (2014) who said that using videos has shown to be an effective teaching media in order to improve students' speaking indicators.

According to the finding, the aspect of speaking that benefited the most from the use of YouTube was comprehension, although the other skills – i.e. pronunciation, grammar, vocabulary, and fluency, also

showed an increase. For this class, the students' comprehension had the highest rank. Ermawati (2013) in her research conducted at a junior high school in Yogyakarta emphasized that using videos as a teaching aid did help the classroom become more active, and the students understood more about what the speaker in the video said. In addition, these findings are also supported by Andreasen (2009) in his research on enhancing students' reading comprehension through videos. Putriani, Sukirlan, and Supriyadi (2013) also proved that there was a significant impact of using videos to listening comprehension in her research for her experimental class which consisted of 36 students.

On the other hand, the competences such as vocabulary also obtained advantages from the use of YouTube media. It is shown in this research that the mean score increased from 66.92 to 80.76. Heriyanto (2015) in his study claimed that there was a benefit gained from integrating his English class with watching YouTube video. The competence affected was the students' vocabulary mastery. The research from Arndt and Woore (2015) found that there was a correlation between blogs reading and watching videos activity with the increase of students' vocabulary.

The grammar mastery of the second grade students of Inshafuddin Banda Aceh also rose relatively. The mean score in the pretest was 63.07, and then it rose to 85.38. It is in accordance with Arndt and Woore's (2015) findings that videos and reading English blog can increase student's English language competence in terms of grammar and vocabulary. The effectiveness of using videos to improve students' grammar mastery was also proved by Mohammed (2013) in his thesis. It happened because students are exposed with the correct language form and structure shown on the video subtitles, and in this research the students may have learnt about grammar from the same situation.

The fluency competence in the findings of this research also showed an increase, proved by the mean score from the pretest was 63.84, and in the post test the mean was 81.53. The similar circumstance also occurred in Gunada (2017) who said that IT based media was really successful to assist teacher developing students' English ability. According to Almurashi (2016), YouTube can be a useful utility if integrated in the classroom with teacher's guidance. The teacher acts as a facilitator who directs the students to the English native speaker's way of talking and speaking without pausing and self-correcting, so students will eventually learn a better way of talking fluently.

The last aspect of language competences which also developed using YouTube media was pronunciation. Parker (2000) stated that pronunciation, fluency, and grammar are like one package. They rely to each other while developing, thus when a treatment is done in English language mastery. Yunita (2015, cited in Gunada 2017) also conducted research about the effectiveness of IT advancement, in this case, YouTube media to increase English ability of the students in junior high school Tulungagung, Indonesia. She found that screening videos in the classroom could be beneficial to significantly increase students' mastery in English language aspects, especially in their fluency and grammar.

## CONCLUSION AND SUGGESTION

This study discovered that teaching speaking by using YouTube media through group discussion improved the students' speaking skill. Then, from all of the speaking skill aspects mentioned above, the one that mostly improved among all by using YouTube media through group discussion was comprehension skill component.

The use of YouTube media through group discussion had brought an effect to the students' speaking skill where there was positive progress on the students' tests. It was proved by the mean score of pre-test and post-test. The mean score from the pretest was 64.61, while in the posttest the score was 90.76. Therefore, it is concluded that teaching speaking skill by using YouTube media does bring a positive impact on students' English ability.

To attract students' interest and to increase their motivation to learn the target language, English teachers can be starting using YouTube videos because this media has been proven to help teachers in teaching and to help providing a fun and motivating atmosphere for students in learning. English teachers also need to carefully choose videos that are suitable with students' needs and criteria in order to ensure that the videos are in line with the study objectives, students' age and so on.

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